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Junior high-school mathematics.—Another experiment in the adaptation of mathematics to the junior high school appears in the volumes¹ prepared by Miss Gugle. Book One is a book on business mathematics. It contains an account of a number of short methods of calculation and has a full discussion of business forms. Book Two is a book on geometry. It contains a large amount of very interesting constructive material which serves to demonstrate beyond any question the possibility of putting what used to be retained for the upper grades of the high school into a form easily comprehensible by eighth-grade pupils.

Supplementary reading material for geography.—Two volumes may be briefly mentioned as contributing that detail to the geography course which is necessary to arouse the vital interests of children. The ordinary geography book is so condensed in its statements that the child is left without any real comprehension of the country which he is studying. Supplementary readers have the double advantage of filling in this outline sketch of the textbook and also of giving the student an opportunity to secure a large training in silent reading. The recitations which follow the use of supplementary readers are sure to be more interesting to the pupils and to the teacher than the old form of recitation which simply went over the details given in the text.

The first book² deals with Central America, connecting the discussions with the historical beginnings of European contact with America and supplying also some account of the commercial relations which our own country is cultivating with the southern country.

The second book³ deals at some length with European countries and treats them chiefly from the point of view of their industrial development rather than from the point of view of their political characteristics.

Material for primary grades.—The Arleigh booklets published by the Crown Publishing Company contain material which is intended to be used in the lower grades for a variety of purposes. There are reading lessons⁴ in these booklets and simple exercises in arithmetic.⁵ Each booklet consists of some sixteen pages and is printed on cheap paper in pamphlet form so that children can handle the material with freedom and without waste. The author of these booklets gives the following account of her purpose and plan in putting them together:

"We are not exactly a real publishing company. Several of us teachers have been doing constructive research work for some years. We have collected a lot of material. The Los Angeles schools wished to use some of this so we had it printed for them. Now we get orders from all over the country. My investigating and writing tendencies got a good start while I studied two years under

¹ MARIE GUGLE, *Modern Junior Mathematics*. Book One, pp. ix+222, \$0.80; Book Two, pp. xiv+239, \$0.90. New York: Gregg Publishing Co., 1920.

² ROGER W. BABSON, *A Central American Journey*. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. ix+219. \$1.20.

³ NELLIE B. ALLEN, *The New Europe*. Boston: Ginn & Co., 1920. Pp. xii+435. \$1.00.

⁴ M. W. ARLEIGH, *The Jack Straw Primer*. South Pasadena, California: Crown Publishing Co., 1919. Six booklets in series; set, \$0.30.

⁵ M. W. ARLEIGH, *Automatic Exercises in Arithmetic*. South Pasadena, California: Crown Publishing Co., 1917. Ten booklets in series; set, \$0.50.

Col. Parker in Chicago. I said we are not a real publishing company because we have no capital to push this business. We could get no publishing firm to have enough faith in our stuff to handle it. They all said it is too different. So we had to start this way. We got out the fraction booklets three years ago, and their use has decreased the number of repeaters in fifth-grade arithmetic quite materially, although we have no exact figures on it yet. We have been getting out the Straws this winter.

"The intent of these booklets is to provide material for the self-activity of the child. Plenty of such material gives the teacher opportunity to be less conspicuous in the schoolroom. The school should be the work place of the child, not of the teacher, as children learn only through their own efforts. These preachings of the psychologist and pedagog are not the practice in the school. Unfortunately, and probably unconsciously, the present texts, methods, programs, etc., build all the activities of the schoolroom about the teacher."

Many of the figures in the reading lessons are made from jackstraws. Perhaps the spirit of the whole Jack Straw series can be illustrated by quoting, without attempting to give the figures, the first Jack Straw lesson.

"Jack Straw said,

'Can you eat?'

The can said, 'I can eat.

I can eat straw.

Can a straw eat?' "

This extract is like many of the lessons that appear in the booklets. It is difficult to see how children can be interested to any great extent in this series of sentences which certainly do not have any large content and do not promise any development of experience which will carry the children on in their reading. The figures which accompany the reading matter are simple enough so that children can reproduce them, and possibly the lack of content in the sentences is in a measure compensated for by the simplicity of the words and their relation to the outline figures.

The work in arithmetic, when it takes up fractions, has been facilitated by cards which are cut in such a way as to give the different fractions, for example, of a circle. The circles are divided into halves and quarters and smaller fractions.

A quotation from the material will perhaps serve better than any other discussion to give a general impression of the purpose and character of the author's work. Her suggestions to teachers for the use of the *Automatic Exercises in Arithmetic* are as follows:

"The directions in the books are carefully written and thoroughly tried out. Children can read them and work without asking questions. Train your pupils to be self-reliant. Insist that they read and follow the directions silently. Have them write their answers right in the books. Sufficient space is left for all the work to be done in the books. Insist that the pupils use the circle blocks in books 1 and 2 at the start. Lest you anticipate the work, please do not give the pupils, while they are using these books, other instructions or directions in fractions.

"These books are arranged on the plan of introducing one thing at a time and giving practice in that before going to the next step. The words 'numerator'

and 'denominator' are not introduced until the middle of book 2. The term 'common denominator' is introduced at the beginning of book 4, but the pupil learns how to use the common denominator before he is taught how to find it. The seven types of subtraction are introduced in order. These instances will show you that in working with the pupil it is wise to await the introduction of each word and type in the directions.

"Occasionally a pupil will miss a few exercises in a test. When he does, give him about twenty extra exercises of the type missed. The only difficulty in this is lest you give him types that have not yet been introduced. But if you are careful to correct his work daily and have him rework every exercise he misses, and also warn him that errors in tests mean considerable extra work, you will have few errors.

"Train your pupils to take pride in neatness, accuracy, and self-reliance. This work tends to arouse ambition, and teachers are advised not to assign daily lessons. Let each pupil work as fast as he can. All pupils do not work at the same speed. When this series has been completed, pupils should be able to work exercises in any texts."

II. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- ALLEN, CHARLES R. *The Instructor: The Man and the Job*. Philadelphia: J. B. Lippincott Co., 1919. Pp. vii+373. \$1.50.
- College Teaching*. Edited by Paul Klapper. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. xvi+583. \$4.50.
- DOWNEY, JUNE E. *Graphology and the Psychology of Handwriting*. Baltimore: Warwick & York, Inc., 1919. Pp. 142.
- Proceedings of Educational Congress, November 17 to 22, 1919*. Harrisburg, Pennsylvania: Department of Public Instruction, 1920. Pp. 671.
- STRONG, EDWARD K., JR. *Introductory Psychology for Teachers*. Baltimore: Warwick & York, Inc., 1920. Pp. xii+233.

B. BOOKS PRIMARILY FOR ELEMENTARY-SCHOOL TEACHERS AND PUPILS

- ATWOOD, WALLACE W. *New Geography, Book Two. Frye-Atwood Geographical Series*. Boston: Ginn & Co., 1920. Pp. iv+304+xvi.
- CLARK, M. G. *Arithmetic Habituated: Series A and Series B*. Chicago: Laurel Book Co., 1919.
- FORMAN, S. E. *A History of the United States*. New York: Century Co., 1920 [revised edition]. Pp. xi+523.
- Francis W. Parker School Studies in Education: The Individual and the Curriculum*, VI, 1920. Chicago: Francis W. Parker School. Pp. 158. \$0.45.